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ABSTRACT

The Adult Education Alternative Diploma project was conducted to develop an alternative program to the General Educational Development (GED) diploma program through which adult students in Pennsylvania could earn actual high school diplomas. During the year-long project, a competency diploma program was developed and implemented in conjunction with a regional alternative high school. One additional school district has formally agreed to implement the program starting in September 1997. In addition to the competency diploma, an arrangement was negotiated with North Coast High School by which adult students could complete an alternative academic curriculum and receive a high school diploma. Three adult students graduated with the North Coast class of 1997. Adult diploma programs are now available as part of a comprehensive academic program operated through a regional Pennsylvania Department of Education-approved alternative high school. Twelve appendixes to the report, which make up the major part of the document, include the following: a letter from Cumberland Valley Superintendent endorsing alternative diploma program; a list of companies who reviewed draft competencies; a list of school districts indicating interest in alternative diploma project; a description of North Coast School; flyers and memos describing graduation options; North Coast High School handbook; a press release; and a competency list. (KC)

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Final Report

ED 419 107

Adult Education Alternative Diploma

Dr. Richard Gacka
Director, Adult Education Programs

Northwest Tri-County Intermediate Unit #5
252 Waterford Street
Edinboro, PA 16412
(814) 734-5610 FAX (814) 734-5806
Internet: Rich_Gacka@SMTP.Trinet.k12.pa.us

Project Number: 098-7005
Federal Allocation: $17,127
Fiscal Year 1996-97

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- IU 5 North Coast Competency Diploma - Competency List
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ABSTRACT

Grant Recipient:
Northwest Tri-County Intermediate Unit
252 Waterford Street; Edinboro, PA 16412
(814) 734-5610 FAX (814) 734-5806 E-Mail Rich_Gacka@SMTP.Trinet.k12.pa.us

Program Name: Adult Education Alternative Diploma

Project Period: July 1, 1996 to June 30, 1997

Project Director: Dr. Richard Gacka

Project Purpose: To develop an alternative mechanism to the GED through which adult students could achieve an actual High School Diploma.

Project Outcomes:

1. A competency diploma program was developed and implemented in conjunction with a regional alternative high school. One additional school district has formally agreed to implement the program starting September 1997.
2. In addition to the competency diploma, an arrangement was negotiated with North Coast High School by which adult students could complete an alternative academic curriculum and receive a North Coast High School diploma. Three adult students graduated with the North Coast Class of 1997.

Impact:

1. Adult diploma programs are now available as part of a comprehensive academic program operated through a regional PDE approved alternative high school.
2. ABLE funded GED programs are integrated with an approved alternative high school, increasing the options available for graduation.
3. One local school district will offer a competency high school diploma program effective 9/97.
4. A transferable competency diploma document is available to any other school district wanting to provide its adult residents with a diploma option.

Product or Training Developed: A written competency curriculum and diploma document.

Product Available From:
Dr. Richard Gacka; Northwest Tri-County Intermediate Unit #5
252 Waterford Street; Edinboro, PA 16412
(814) 734-5610 FAX (814) 734-5806 E-Mail Rich_Gacka@SMTP.Trinet.k12.pa.us

Conclusions: Cooperation with forward thinking existing public school entities is a viable mechanism to offer adult students new options to obtain a "real" high school diploma. Models can be developed which are consistent with the experimental backgrounds and schedules of adult students. There is general interest by school districts in the provision of a competency diploma option for local residents. However, delivery of such an option may be restricted by the fiscal implications inherent in a model which is highly individualized. In effect, the low student to mentor ratio which underlies a "mentorship model" results in a higher than average cost per student. This can be offset through the use of group sessions. Availability of a "real" high school diploma is often valued over a GED.

Additional Comments: Development of an alternative diploma option is highly consistent with concurrent efforts in the area of School-to-Work and Tech Prep. A major complaint heard from employers, the irrelevancy of much of the traditional high school program, can be directly addressed through inclusion of employer recommendations within the competency diploma criteria.

INTRODUCTION TO THE MAIN BODY OF THE FINAL REPORT

1. The purpose of this grant application was to support costs involved in the replication of the Cumberland Valley Alternative Diploma program. Mr. Sam Gruber spoke to the Northwest Tri-County Intermediate Unit Superintendent's Advisory Group in January, 1996. Interest in replication of the Cumberland Valley program was indicated by several local districts. It was anticipated that with the provision of more detail at least three of the school districts would request this replication. A review of the Cumberland Valley model appeared to address the majority of local concerns with the existing GED concept and the competency listings which have been identified will likely prove to be acceptable to local districts.

   Dr. Richard Gacka, the Director of Adult Education programs for Intermediate Unit 5, had indicated his interest in restructuring the existing IU 5 GED preparation programs to move them in the direction of a competency based school district diploma issuance program. Additionally, the Intermediate Unit would be willing to work with any other replication or alternative diploma projects.

2. The project was operated from July 1, 1996 through June 30, 1997. The project will be continued through Pennsylvania Act 143 funding or Adult Education Act Sec. 322 funding during the 97-98 school year.

3. The following personnel participated in the implementation of this project:

Dr. Richard Gacka	• Project supervision and administration • Creation of diploma competencies • Creation of project flyers and publicity • Coordination of review of proposed competencies by local educators. • Liaison with NW School District • Liaison with North Coast High School • Document layout and development. • Participation in meetings with Cumberland Valley. • Coordination of interagency participation. • Development of final report.
Mr. Al Post	• Coordination of the review of proposed competencies by 15 local employers.
Mr. Ronald Wilga	• Administrator of North Coast High School • Coordinator of integration of the competency and alternative diploma options with the existing North Coast High School Curriculum.
Ms. Bootsie Barbour	• Integration of the alternative and competency diploma options into the regular program offerings of the Tri-County Adult Education project.
Mr. Lynn Corder	• Superintendent of Northwestern High School • Presentation of materials to school board for formal approval.

Mr. Joe Meako	• Principal, NW High School. Review of proposed competencies for implementation in the Northwestern S.D.
Educators in the Northwestern and General McLane School Districts	• Review of proposed competencies.

4. Target Audience: Adult Education and High School Administrators

5. Copies designated in the Final Report Guidelines will be submitted to the PA Bureau of Adult Basic and Literacy Education Programs and AdvancE, and the Western Pennsylvania Adult Literacy Resource Center.

BODY OF THE REPORT

1. STATEMENT OF PROBLEM

The Problem(s):

a. Many individuals are now successfully passing the GED but they clearly lack the prerequisite knowledge and skills necessary for employment. Implementation of a competency based diploma program similar to the Cumberland Valley model would integrate a "skills focus" and competency monitoring into an alternative adult high school diploma process.

b. Locally, acceptance of the GED certificate is losing credibility. The availability of an option to obtain a full high school diploma would increase interest in returning to school.

c. At present, passage of the GED test does not provide any information relative to the individual's competencies in everyday and work related skills. Movement toward a competency model would allow linkage of the adult program to secondary school reform movements which emphasize competency measures.

2. GOALS AND OBJECTIVES

a. To replicate the Cumberland Alternative High School Diploma program in 3 school districts in Erie County, PA.

b. To restructure the existing Intermediate Unit GED preparation program to include the option for students to obtain an Alternative High School Diploma.

c. To complete planning and curriculum development necessary for Alternative Diploma program operation during the 96-97 school year.

d. To complete visitations to the Cumberland Valley program and obtain detailed competency information for use as the framework for development of an IU competency diploma.

e. To study and make formal recommendations relative to utilizing the Cumberland Valley program as a model for development of an Alternative High School program curriculum.

3. PROCEDURES EMPLOYED TO STUDY OR EXPLORE THE PROBLEM

a. Literature on various alternatives to the traditional GED program were reviewed.

b. Contact was made with Mr. Sam Gruber, Cumberland Valley School District and materials from that program were secured. Several of Mr. Gruber's presentations were attended at various conferences.

c. The project director was directly involved in development of the Millcreek Township School District's application for PDE Alternative School Status approval for North Coast High School. The option of integrating the school age alternative high school with an alternative diploma program for adults was formally proposed.

d. The project director met with business and educational representatives in order to identify competencies which would be viewed as acceptable for award of a diploma.

e. Meetings were held with local superintendents to present the competency diploma model and to solicit the level of interest in replication.

4. SUMMARY OF GOAL ACHIEVEMENT

Goal	Positive Results
a. To replicate the Cumberland Alternative High School Diploma program in 3 school districts in Erie County, PA.	• Objective modified but essentially met. • Signed letters of interest in replication were obtained from 9 superintendents. See Appendix. The Cumberland Valley model was discarded in favor of developing customized competency based graduation criteria
b. To restructure the existing Intermediate Unit #5 GED preparation program to include the option for students to obtain an Alternative High School Diploma.	• Objective met. • The Intermediate Unit offered, and will continue to offer during FY 97-98, four diploma options in conjunction with North Coast High School. See Appendix. • Integration of the Tri-County Adult Education program with the PDE North Coast Alternative High School program renewal was accomplished. See Appendix. • 3 Students obtained a North Coast Diploma as a result of attending the alternative high school program. See Appendix. • An unexpected new option for completion of a High School Diploma evolved resulting in four discrete options available

	at the North Coast High School site. See Appendix.
c. To complete all planning and curriculum development necessary for Alternative Diploma program operation during the 97-98 school year.	• Objective met. • A competency diploma program will be available to the 13 school districts in Erie County being served by North Coast High School. See Appendix. • The Northwestern School District will offer their own competency diploma program starting in September of 1997. See Appendix.
d. To complete visitations to the Cumberland Valley program and obtain detailed competency information for use as the framework for IU 5 competency development	• Objective met. • Visitation was completed and materials were shared on an ongoing basis.
e. To study and make formal recommendations relative to utilizing the Cumberland Valley program as a model for development of an Alternative High School program curriculum.	• Objective met. • Upon discussion with local educators the decision was made not to replicate the Cumberland model, although it was used as a framework for development of a local competency system. See Appendix.

5. SUMMARY OF GOALS NOT ACHIEVED

Goal	Negative Results
a. To replicate the Cumberland Alternative High School Diploma program in 3 school districts in Erie County, PA.	• None
b. To restructure the existing Intermediate Unit #5 GED preparation program to include the option for students to obtain an Alternative High School Diploma.	• None
c. To complete all planning and curriculum development necessary for Alternative Diploma program operation during the 97-98 school year.	• None
d. To complete visitations to the Cumberland Valley program and obtain detailed competency information for use as the framework for IU 5 competency development	• None
e. To study and make formal recommendations relative to utilizing the Cumberland Valley program as a model for development of an Alternative High School program curriculum.	• None

6. EVALUATION TECHNIQUE

The degree to which each objective was met was evaluated based on direct observation, a review of documents generated, feedback from field reviewers and dialogue during face to face meetings.

Written comments were received from approximately 25 employers and teachers. In each case they wrote comments, suggestions, and elaboration's directly on the draft competency document.

7. DISSEMINATION OF PROJECT

Copies designated in the Final Report Guidelines will be submitted to the PA Bureau of Adult Basic and Literacy Education Programs, AdvancE and the Western Pennsylvania Adult Literacy Resource Center.

CONCLUSIONS:

Overall, the project was considered to be a success. Where no alternative to the GED existed prior to the grant, three new avenues for an adult to obtain a high school diploma now exist. Additionally, the ABLE funded programs operated by the Intermediate Unit are integrated with a PDE recognized alternative high school, with full use of the facilities and computer equipment. In its first year of operation North Coast High School served 80 students of which ten were adults enrolled under this grant program. Three adults successfully graduated and obtained a North Coast Diploma.

A full competency diploma was outlined although its widespread utilization was hampered by three factors:

1. The project was not concluded until late in the program year.
2. The competencies were so rigorous that many of the adults responding to the program publicity failed to score above the prerequisite academic levels on the admissions testing. These individuals were referred to the traditional GED classes.
3. The individualized mentor-student model is quite expensive to implement.

The North Coast curriculum model which evolved appears to have real promise for achieving meaningful impact on students. The required 15 hours per week of attendance is significantly more than is achieved in most other adult education models. The CCC software utilized as part of that program appears to result in a significant improvement in GED test scores for those students choosing that option.

The integration of an ABLE program with a school district operated alternative school has resulted in significant financial savings. Facilities are provided at no cost, and secretarial services needed for student intake were available at no cost. In return, North Coast School received the services of additional instructional staff, assessment services and expertise, and the "good will" of offering diploma services to its residents. It evolved into a true "win-win" situation for the Intermediate Unit and Millcreek Township School District. .

Recommendations

1. ABLE funded programs should be encouraged, no required, to dialogue with local school district programs. They bring to the table a wealth of resources in terms of facilities, curriculum, technology and access to a constituency. Such resources provide a low cost foundation upon to build and a vehicle for significant cost savings.

2. ABLE programs should actively explore the availability of an "alternative high school" programs within their region. These programs serve a population identical to that served by traditional GED operators. Given the possibility of granting a "real diploma" the alternative high school curriculum applied to adults is a viable format for ABLE service delivery.

3. The emphasis on competencies, as opposed to course completion or successful testing, consistency receives a positive response from industry personnel. Many indicate that it is the first time that an educational document has been intelligible in the sense of them knowing what capabilities the individual who possesses the diploma has. Such a competency diploma is a significant first step in the direction of an "employability certificate."

4. Marketing the availability of diploma programs is important to program success. A well designed model and trained staff are wasted if the prospective clientele does not know that the program exists. ABLE programs may need to specifically identify financial resources for publicity purposes.

6. A "smorgasbord" of diploma options available through ABLE providers should be considered. This greatly enhances the options for returning to school and increases the chances of meeting the logistical needs of the client.

7. Local school districts should be encouraged by PDE to pursue "night school diploma programs" for adults. Application for ABLE funding should be encouraged. Alternative funding for such programs should be explored, including the re-enrollment of students and/or establishment of a "tuition cost" chargeable to a sending school district.

8. Pressures to reduce the content rigor of competencies should be resisted. Employers consistently indicated the need for consistent standards of performance.

CUMBERLAND VALLEY SCHOOL DISTRICT

6746 Carlisle Pike, Mechanicsburg, PA 17055
Phone (717) 697-8261

December 10, 1996

Mr. Richard Gacka
Director of Adult Education
NW Tri County IU #5
252 Waterford Street
Edinboro, PA 16412

Dear Mr. Gacka :

Mr. Gruber has asked me to describe the benefits of the Cumberland Valley High School diploma program to our school district.

Every school district faces the same problems as we do in educating and retaining young people who do not feel education is relevant in their lives. Often these students drop out of the traditional educational program and realize that they face problems of finding employment, enlisting in the service, or going onto higher education without being properly prepared.

Our adult diploma program offers an alternative and enables people to earn a high school diploma which allows them to be enrolled in an institution of higher education, joining the armed services, or qualify for advancements on the job. I estimate that almost 50% of our young people who drop out of school eventually return to our adult diploma program and graduate.

The program is also a benefit to our region in that adults outside our district are allowed to enroll and earn a high school diploma. Many of these non-traditional students return to school for self-satisfaction, but many do so to get better employment or qualify for job training.

Another important benefit we derive from this program is the support it receives from the community. Approximately 70% of our citizens do not have children enrolled in the public schools, but still pay taxes to the system. These citizens are getting back something for their tax dollars.

Each year at adult graduation, we receive many kind comments from our taxpayers about the worth and importance of this program to them. In my estimation, this is one of the most cost efficient program we offer and does more to involve community members without children in the public schools than any other venture in which we are involved.

Sincerely,

Anthony J. Colistra

Anthony J. Colistra, Ed.D.
Assistant Superintendent
Secondary Education

From: Al Post

To: Rich Gacka

Rich here are the names of companies and personnel who are working on the Adult Diploma Program.

1.	Ann Scott	Erie Insurance	Staff Development
2.	Ray Cook	Erie Magnetics	Human Resources
3.	Carol Dean	General Electric	Staff Development
4.	Sandra Grubb	Penelec	Human Resources
5.	Fred Zeyfang	Alliance Plastics	Engineering
6.	Bob Gettree	International Paper	Human Resources
7.	Randy Newsome	Girard	Principal
8.	William Edkin	Edkin Tool	CEO.
9.	Frank Hodas	Titan Tool	Controller
10.	Sis Woodard	St. Vincent Hospital	Human Resources
11.	Paul Tanicke	Erie Rolled Ring	Plant Manager
12.	Gary Harding	Lamien	CEO.
13.	Vicki Waite	Elgin Electronics	Human Resources
14.	Pam Antony	All Seasons Placement	Sales
15.	Sue Mussolff	Lutheran Home	Staff Development
16.	Craig Cook	Plastek Inc.	Human Resources
17.	Michelle Kotcella	Erie Metro Health	Staff Development
18.	Ron Menanno	Fort LeBeouf	Guidance

SCHOOL DISTRICTS RESPONDING POSITIVELY TO QUESTIONNAIRE
(See attached sample)

General McLane

Iroquois

Fort LeBoeuf

Fairview

Harbor Creek

Millcreek

Northwestern

Wattsburg

Union City

Competency Diploma Questionnaire

District Cent McLe Person Completing J Walter

1. Would you consider the granting of a competency based diploma from your school district? Yes ✓ No ____

   If Yes, please answer the following:

   a. Would you require that the diploma be limited to residents of your district? Yes ✓ No ____

   b. Would you consider participating in a field test of a competency diploma program during the spring of 1997? Yes ✓ No ____

   c. Would you ask selected personnel from your district to participate half day work sessions to refine and finalize the competency criteria for in no more than three acceptance within your district? Yes ✓ No ____

   d. For FY 97-98 would you consider housing a part time alternative diploma evening class if funds to do so could be obtained by the IU from PDE ABLE? Yes ✓ No ____

   e. Would you want to restrict the availability of a competency diploma to a specific age range of students, i.e. to those over 20 years of age? Yes ✓ No ____

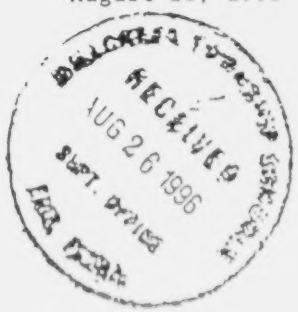
Thank you for your assistance.

Richard C. Gacka
Director, Sec. 353 Alternative Diploma Project

PLEASE COMPLETE AND RETURN TO RICHARD GACKA, NW TRI-COUNTY IU #5, 252 WATERFORD STREET, EDINBORO, PA 16412 OR FAX TO 734-5806

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

August 20, 1996



Dr. Alan K. Lindquist
Superintendent
Millcreek Township School District
3740 West 26th Street
Erie, PA 16506-2096

Dear Dr. Lindquist:

This letter is in reply to your letter of August 13 requesting a new experimental/alternative program.

Under the authority of Section 5.252 of the General Curriculum Regulations, Millcreek Township School District is hereby authorized to operate the experimental/alternative program entitled Alternative Education Program.

It is understood that the program will operate according to the enclosed description, planned course and attestment.

This permission is granted only for the 1996-97 school year, but may be extended for additional school years upon the submission to this office of a request for continuation which includes an evaluation of the prior year of the program. That evaluation shall include (1) a brief statement of the original rationale, (2) an accounting of the number of students served, (3) an assessment of the functioning of the program, (4) an accounting of the students' return to the regular school program if that is the nature of the program, and (5) changes proposed for the continued program including changes of name, address, or telephone for the program's contact person.

This authorization does not carry approval of additional subsidy for any transportation necessary regarding this experimental program. This authorization remains subject to any changes which occur to Basic Education Circular (BEC) 24 P.S. Section 5-502 or to Certification and Staffing Policies and Guidelines (CSPG) #95. Please note that this authorization does not waive graduation requirements.

Please keep this letter as part of your district's file.

Sincerely,

Al Myers

Al Myers
Office of School Services
Telephone: (717) 787-4860

cc: Bureau of Curriculum and Academic Services
Susan Stewart, Division of School Staffing
and Tech. Ops.

D6943/DH

How Long Will It Take Me to Complete My High School Diploma?

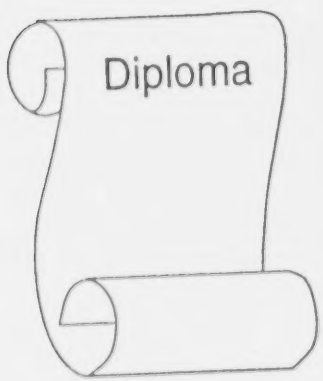
No one can predict how long it will take for you to complete your requirements for a high school diploma. Much depends on how much credit can be transferred from your previous high school, how diligently you perform during your three or more hours of school daily and if you choose to come to school during the summer months. As this is an alternative school, you are ultimately responsible for your educational progress.

How Much Will I Have to Pay to Attend North Coast School?

For individuals who are currently enrolled in a high school whose school district is a member of the consortium, tuition will be paid by the cooperating school district. Individuals who have dropped out of school may have their tuition paid for them by a cooperating school district or through other funds. In both cases, attendance must first be explored with your home school district Superintendent and secondly with North Coast School.

Secretary to the Board/Alternative Education
3740 West 26 Street
Erie, PA 16506

About North Coast School



What is North Coast School?

North Coast School is an alternative approach to earning a regular high school diploma.

Who Can Enroll in North Coast School?

Any individual 17 years of age, or older, who is currently enrolled in one of the participating school districts, or who has dropped out of school or who is an adult who wishes to return to earn his/her high school diploma. Because North Coast School is a consortium school, only those individuals whose school districts participate in the consortium can be enrolled. Contact your school district Superintendent to find out if your school district is a participating member and if they will approve your attending North Coast School.

Admission Requirements

Individuals applying for admission into North Coast School must complete an application form, take an entrance exam and must score at the 8.0 grade level in language arts and math. Once the individual has passed the entrance exam and is admitted into North Coast School, an educational plan will be written to outline course requirements that the individual needs to complete to earn his/her high school diploma. Credit for high school courses already taken and passed will be given.

When Does North Coast School Officially Open?

North Coast School will officially open in September of 1996. The school will be located at Mercyhurst College, McAuley Hall, 538 East 38th Street, Erie, PA 16546.

How Will I Get to North Coast School?

Transportation to and from North Coast School is the responsibility of the individual.

How Will I Complete My High School Diploma?

A computer program, along with the use of text books and supplemental materials, will be the basis for curriculum delivery. **Twenty-one (21) course credits are required for graduation.** In addition to the core subjects; math, science, social studies and English, students will have community service and work co-op requirements. This alternative educational approach will not, for the most part, include homework assignments. Individuals are expected to be gainfully employed while attending North Coast School.

What Will Be My Daily School Schedule?

Individuals must attend a minimum of three hours per day (15 hours per week). Sessions may run (pending enrollment) from 8:00 a.m. - 11:00 a.m.; 11:00 a.m. - 2:00 p.m.; 2:00 p.m. - 5:00 p.m. Monday through Friday and 5:00 p.m. - 8:45 p.m. Monday through Thursday. North Coast School will operate on its own calendar which will differ from the traditional school calendar.

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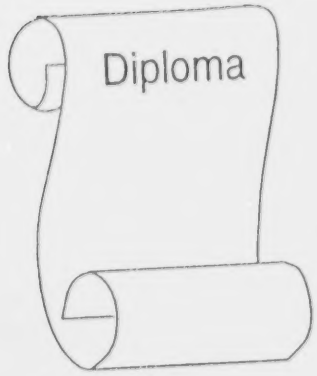
Secretary to the Board/Alternative Education
3740 West 26 Street
Erie, PA 16506

About North Coast School



1997 Graduates

James Matthew Barry
Walter E. Brown
Christal Louise Carroll
Carolyn Christine Courbis
Brandon Doss
Jessica Sue Fisher
Irina Hodakovsky
Jill Annette Matteson
Stacy K. Musset
Justin Michael Stephens
Angel Marie Yates-Tanner

PROGRAM

Processional ..... "Pomp and Circumstance"

Welcome and
Graduation Comments ..... Alice Niebauer
President, Millcreek Township
Board of School Directors

Graduation Speaker ..... William Garvey
President, Mercyhurst College

Conferring of Diplomas

Introduction of Class of 1997 ..... R. H. Wilga
Coordinator of Alternative Education

Awarding of Diplomas ..... R. H. Wilga
Alice Niebauer
Alan Lindquist

Presenting the Class of 1997

Closing Remarks ..... Alan Lindquist
Principal, North Coast School
Superintendent, Millcreek Schools

Recessional

Reception to Follow

Staff

Dr. A. Lindquist, *Principal/Superintendent*
Mr. R. H. Wilga, *Coordinator of Alternative Education*
Mrs. D. Bednarski, *Secretary*
Mrs. S. Bosner, *Teacher*
Mrs. K. Eckendorf, *Teacher*
Mrs. D. Kunath, *Teacher*
Mr. J. Sala, *Teacher*
Mr. R. Smith, *Teacher*
Mr. R. Marriott, *Counselor/Teacher*
Mr. J. Eynon, *Counselor*

Consortium Members

Dr. James Barker, *Superintendent*
The School District of the City of Erie

Dr. Alan Lindquist, *Superintendent*
Millcreek Township School District

Mr. Gerald Rosatti, *Superintendent*
Wattsburg Area School District

Mr. David Minnis, *Executive Director*
Dr. Richard Gacka, *Director/Adult Education*
Northwest Tri-County Intermediate Unit #5

Other Sending School Districts

Harborcreek School District
North East School District

GRADUATION

North Coast SCHOOL

Second Commencement Exercise

June 17, 1997
Sullivan Hall
Mercyhurst College
Erie, PA
7:00 P.M.

To: Ron Wilga
From: Rich Gacka
Topic: Adult Education
Date; 4/16/96

Proposed Adult Education Component of the North Coast High School

That an adult education component of North Coast High School be developed that would serve out of school and youth seeking to complete their high school program. Additionally, academic classes for adults linked to entry level employment or transition to post secondary training should be considered.

High School Diploma or Equivalency Programs

Options
1. Traditional GED preparation programs. Meeting twice weekly for 2.5 hrs. per session these programs would be designed to prepare individuals to successfully pass the national GED examination. (Funded through PDE ABLE grants)

2. Competency based high school diploma program. Meeting twice weekly and on an independent mentoring basis these programs would be designed to assist individuals to document proficiency in a comprehensive set of life skills competencies representing a complexity level equal to what would be expected of a standard high school student. Initial programs would be modeled after the Cumberland Valley program. (Funded through PDE ABLE grants)

3. Alternative high school diploma program. Individuals pursuing this option would meet the same requirements for school age North Coast High School students. Individuals would complete computer software and graduate upon meeting standard requirements. (Funded through PDE ABLE grants)

4. Credit acquisition. Individuals could have their credentials reviewed and take night school courses needed to meet graduation requirements. This would likely be limited to individuals needing a small number of credits. (Tuition charge for monitoring)

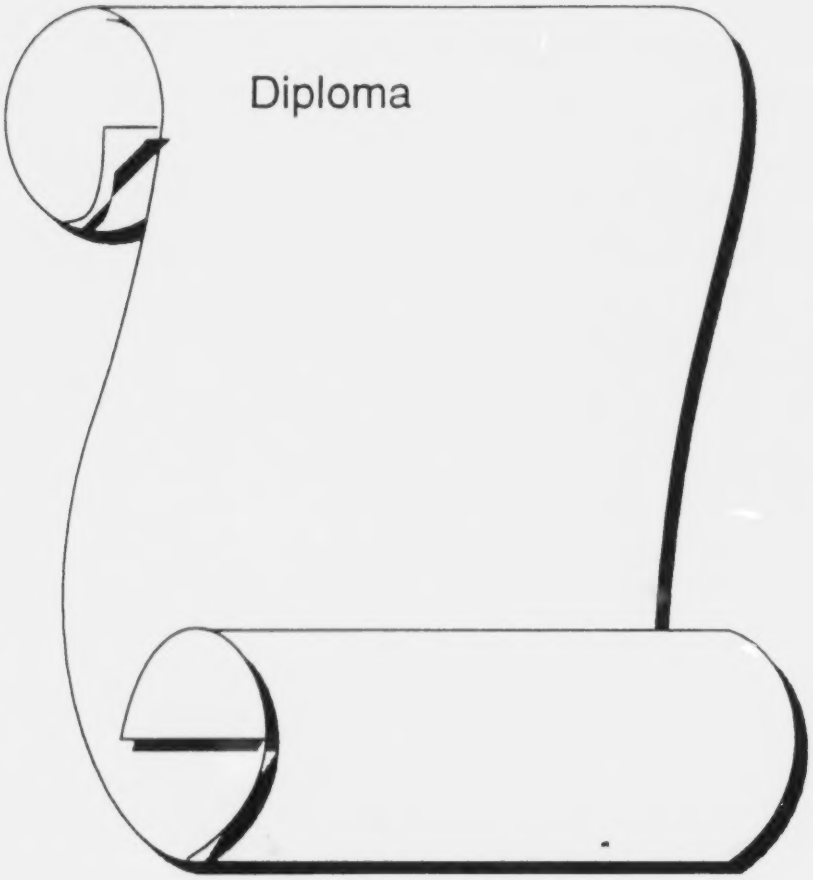
Adult Workforce Literacy

Employability preparation certificate. This would be a 60 to 90 hour course designed to review key areas prerequisite to employment such as quality control, reading, communication skills, mathematics, interpersonal skills, grooming, etc. (Tuition charge or fund under specific grants)

North Coast School

School Aged	Adult
North Coast Curriculum	North Coast Curriculum
Individual Courses	Competency Diploma
	G.E.D
	Individual Courses

NORTH COAST SCHOOL



A CONSORTIUM ALTERNATIVE
EDUCATION HIGH SCHOOL

MISSION STATEMENT

To establish a consortium Alternative Education High School for "at-risk" students, age 16 or older, beginning September 1996.

DESCRIPTION OF SCHOOL

The consortium will include all school districts in I.U. #5 who wish to participate in this endeavor. The proposed consortium Alternative Education High School would be operated by the Millcreek Township School District but would be set up as a separate entity, governed by representatives of participating school districts. A more specific program of governance will be determined at a later date.

The new Alternative Education High School will be known as North Coast School and will be a diploma granting high school. Anticipated enrollment for year one of operation will be 120 students, 30 per session.

The location of the alternative school, yet to be determined, will not, however, be in an existing Millcreek school or in any other school district's school building. Negotiations are currently taking place to locate the school in a non-traditional setting as central as possible to cooperating school districts. Attempts are being made to obtain the site "rent free".

The North Coast School will operate on a "year round basis" except for year one when the school is not scheduled to open until September, 1996. North Coast School will observe traditional holidays and minimal vacations will be given at Thanksgiving and Christmas.

CRITERIA FOR THE SELECTION OF STUDENTS

There are distinguishing differences between the type of students who would

attend the alternative education program operated by the City of Erie and the proposed North Coast School.

Referrals to the City of Erie program would fall under the category of Serious Disruptive Behavior, whereas students referred to North Coast School would fall under the category of "at-risk".

Serious Disruptive Behavior students portray the following behaviors: violent and destructive behavior; chronic anti-social behavior; social and self avoidance; and/or the extreme use of drugs and/or alcohol.

"At-risk" students are those students who exhibit behavior such as truancy, failing grades, emotional problems and are not coping with or succeeding in a traditional school setting or who have dropped out of school. In the regular environment, students become entrenched in the traditional discipline system, experience failure after failure for issues relating to incomplete homework, absenteeism, and just an apathy for learning. These students get themselves into a position where there is no hope for recovery. They feel helpless in the system and simply drop out of school.

Eligible students for the North Coast School may currently be enrolled in one of the participating school districts; may have recently dropped out of one of those districts or may be an *adult who wishes to return to earn his/her high school diploma.

*Those students who have dropped out of school and are beyond the compulsory school attendance age may be eligible for funding under a different grant.

ADMISSION REQUIREMENTS

Students applying for admission into North Coast School must complete an

application form, take an entrance exam and must score at the 8.0 grade level in reading and math. This criteria is necessary for student success in a self-paced program. Once the student has passed the entrance exam and is admitted into North Coast School, an educational plan will be written to outline course requirements that the student needs to complete to earn his/her high school diploma.

CURRICULUM

A computer program from Computer Curriculum Corporation will be the basis for curriculum delivery along with the use of supplemental materials. In addition to the core subjects; math, science, social studies and English, students will have community service and work co-op requirements.

STAFFING

The North Coast School will be staffed by a Director/Counselor, secretary, eight (8) part-time teachers, a part-time custodian and a part-time clerk. The student/ instructor ratio will be approximately 15:1.

TRANSPORTATION

North Coast School will not provide transportation. It is the decision of the cooperating school districts as to whether they **will** or **will not** transport their students to the alternative education site.

DAILY SCHOOL SCHEDULE/CALENDAR/ATTENDANCE

Students must attend a minimum of three hours per day (15 hours per week) but may attend for longer periods of time if one chooses to do so. Sessions run from 8:00 a.m. - 11:00 a.m., 11:00 a.m. - 2:00 p.m., 2:00 p.m. - 5:00 p.m. Monday through Friday

and 5:00 p.m. - 8:45 p.m. Monday through Thursday. (See Appendix A - School Calendar.) Each participating school district will be sent a weekly attendance report relative to their students participating in the North Coast School program.

All 16 year old students admitted into the program **must** attend one of the day time sessions (8-11; 11-2; 2-5). Only those students who are 17 years of age or older are eligible to attend the (5-8:45 p.m.) session.

BUDGET

A budget of $342,352.00 is proposed for the 1996/97 school year which includes 197 days of instruction and 5 days of inservice for the newly hired instructional staff. (See Appendix B - Budget.)

COOPERATING SCHOOL DISTRICTS - RESPONSIBILITIES

It will be the responsibility for each cooperating school district to select its own students to participate in the North Coast School program. However, each participating school district, with the exception of the City of Erie and Millcreek, will be required to purchase 10 slots each per year. The City of Erie and Millcreek will purchase 20 slots each per year. Should a participating school district not use a slot in a given year, they have the right to sell that slot to another school district who may need the slot.

For the 1996/97 school year, based on the proposed operating budget of $342, 352.00 each participating school district will be assessed $2852.93 per slot or a total of $28,529.30 (10 slots) or $57,058.60 (20 slots). It is to be emphasized that the operating costs for the 1996/97 school year will be slightly lower than for 1997/98 as the first school year has less instructional days (school not in session in July and

August).

FUNDING SOURCES

In speaking with a representative from the Pennsylvania Department of Education, funding and the method of funding for the 1996/97 school year **has not been determined** for Alternative Education and will not be determined until the State Budget is passed (by June 30, 1996). It is, however, anticipated that monies for Alternative Education will be in the new budget. It is to be noted that **currently**, monies for Alternative Education are given to full time programs **first** then part-time programs next. Criteria for funding Alternative Education **has not** been set for 1996/97.

Using the funding method for the 1995/96 school year for Alternative Education, here is a breakdown of costs and funding:

Proposed Alternative Education Budget for North Coast School	$342,352.00
Cost per slot	2,852.93
Less: Current ESBE funding (Millcreek)	1,198.00 (approx)
*Alternative Education Grant $21/week/student @ 41 weeks	<$861.00>
New money required per slot	$ 793.93

Currently, funding is granted to school districts for Alternative Education based on 2% of your 7-12 (regular education) enrollment times $21/week. In Millcreek's case, our 7-12 enrollment (regular education) is 4058, thus 81.16 students could be available for an Alternative Education Program with additional state funding at $21/week.

NORTH COAST SCHOOL ALTERNATIVE EDUCATION
SCHOOL CALENDAR FOR 1996/97

August 27-29	Teacher Preparation (No School)	3 Teacher Days	0 Student Days
September 2	Labor Day (No School)	20 Teacher Days	18 Student Days
September 3-4	Teacher Preparation (No School)		
September 5	First Student Day		
October		23 Teacher Days	23 Student Days
November 27-Dec. 2	Thanksgiving Break (No School)	18 Teacher Days	18 Student Days
December 3	Classes Resume	15 Teacher Days	15 Student Days
December 23-Jan. 5	Winter Holiday (No School)		
January 6	Classes Resume	19 Teacher Days	19 Student Days
January 20	Martin Luther King, Jr. Day (No School)		
February		20 Teacher Days	20 Student Days
March		20 Teacher Days	20 Student Days
March 28-30	Spring Break (No School)		
April		22 Teacher Days	22 Student Days
May		21 Teacher Days	21 Student Days
May 26	Memorial Day (No School)		
June		21 Teacher Days	21 Student Days

Total Number School Days	197
Teacher Preparation Days	5

Sessions

8:00 a.m. - 11:00 a.m. - Monday through Friday
11:00 a.m. - 2:00 p.m. - Monday through Friday
2:00 p.m. - 5:00 p.m. - Monday through Friday
5:00 p.m. - 8:45 p.m. - Monday through Thursday

NORTH COAST
ALTERNATIVE EDUCATION

100 Salaries

Director/Counselor, Secretary, 8 part-time teachers part-time custodian part-time clerk	$271,221.82
	$271,221.82

200 Benefits

	32,880.64
	32,880.64

300 Purch Prof & Tech Services

Speakers	1,000.00
	1,000.00

400 Purch Property Services

Repair of Equipment or Rental Payment, Gas, Electric & Water

Repair of Equipment	1,500.00
Heat/AC	5,750.00
Electric	7,500.00
Water	1,000.00
	15,750.00

500 Other Purchased Services

Telephone	2,000.00
Sewer	1,000.00
Conferences	1,500.00
Mileage	500.00
	5,000.00

600 Supplies

General	5,000.00
Custodial	1,000.00
	6,000.00

700 Equipment

New Equipment	10,000.00
	10,000.00

800 Other Objects

Dues and Fees	500.00
	500.00
TOTAL	342,352.46

To: Fredia Tarbell @ WICU Fax 454-3753
From: Rich Gacka @ IU 5 Fax 734-5806

Fact Sheet
North Coast School - Announces Opening of Adult Education Component

Thank you for your interest in the new high school graduation options for adults which will be announced at the North Coast School Adult Education Open House to be held on April 30th at 2:15 PM. Mr. Al Post, requested that I send you some background information that might be helpful.

An adult education program operated by the Northwest Tri-County Intermediate Unit is being integrated with an alternative high school program for school age students operated by the Millcreek School District. Adults will now have three new options for obtaining a high school diploma.

Option 1. They can sign up to pursue the North Coast School curriculum and commit to attend classes for 15 hours per week. During that time they will participate in a combination of independent study using the Louisville curriculum materials and independent computer based study using the CCC software system. This option is best suited for younger adults who may require extensive study in order to complete their studies.

Option 2. They can pursue a "competency diploma" which was developed by the Intermediate Unit through a Section 353 Special Demonstration Grant from the Department of Education, Bureau of Adult Basic and Literacy Education. If individuals select this option they will be assigned an individual mentor who will assist them in completing the approximately 50 competencies which they will need to demonstrate in order to receive a diploma. Competencies must be demonstrated in the areas of geography, communication skills, mathematics, English, personal finance, health, and physical education. This is a very unique approach in that it is not reliant on any class or specific time in the program. The individual continues their study for as long as needed to demonstrate mastery of the competency to their mentor. We expect that this option will be attractive to older individuals who do not want to "take classes" but who have developed a strong background of life experiences and knowledge.

Option 3. The student can take individual high school courses via independent computer study using the CCC software. Students who need only a few credits to meet graduation requirements would find this option most suited to their needs.

In addition to these three options, traditional GED preparation classes are also available at North Coast. Successful completion of that program would result in the issuance of an equivalency diploma.

The Adult Education program is supervised by Dr. Richard Gacka of the Tri-County Intermediate Unit and the North Coast School is supervised by Mr. Ron Wilga. Because of an arrangement between the two programs, adults seeking to obtain a diploma can attend North Coast either during the day or in the evenings.

There are over 20,000 adults in Northwestern PA who do not have a high school diploma and existing adult education programs serve only a fraction of that number. The development of the North Coast School Adult Education brings several new options to the region and makes the educational services much more accessible. The North Coast options offer individuals an opportunity to acquire a PDE recognized high school diploma.

North Coast School is located on the campus of Mercyhurst College. Interested individuals can obtain more information by calling 824-3056. There is no fee for adults seeking to obtain their high school diploma or equivalency.

Thank you in advance for your interest and assistance in making the community aware of the North Coast program.

If your have any additional questions please feel free to contact me at the Intermediate Unit 734-5610 ext. 230.

BUREAU OF ADULT BASIC & LITERACY EDUCATION

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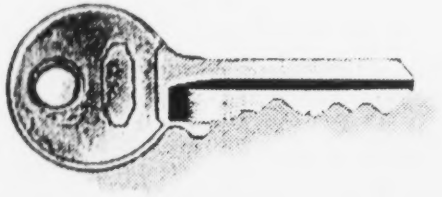
PENNSYLVANIA DEPARTMENT OF EDUCATION

Special Project

IU5

It is the policy of the Northwest Tri-County Intermediate Unit not to Discriminate on the basis of age, religion, sex, race, color, national origin, or disability in the admission or access to, or in the provision of services, programs, or employment in compliance with Title IX, Title VI, Section 504, or the Rehab Act of 1973 as amended, and The Americans with Disabilities Act of 1990. For information relevant to this policy, contact Dr. Dennis Valone, 504 Coordinator and ADA Coordinator, or Dr. Marjorie Wallace, Title IX Coordinator, 252 Waterford Street, Edinboro, PA 16412. Phone (814) 734-5610 or TDD (814) 734-1098

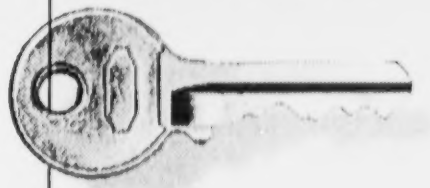
NORTHWEST TRI-COUNTY INTERMEDIATE UNIT



For more information call 824-3056

North Coast School

Open Doors to Your Future



Earn a High School Diploma

4 Options *available*

North Coast Curriculum

Go to classes for 15 hours per week and complete a combination of independent study and computer-assisted instruction. Meet North Coast graduation requirements and earn a North Coast School Diploma.

Competency Curriculum

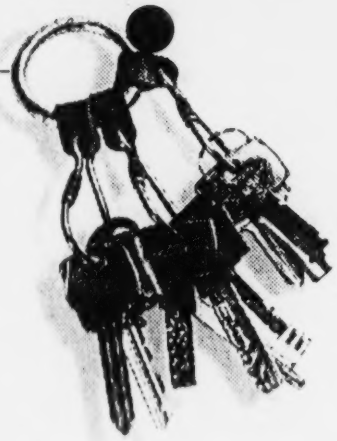
Work with an individual mentor to develop mastery of a set of life skills competencies and earn a North Coast Diploma. To complete the program each participant must learn certain skills including the identification of facts, reading and speaking skills, computation, problem solving and creative thought, interpersonal and social skills.

G.E.D.

Take classes or complete computer aided instruction to help you pass the GED test and earn an equivalency diploma.

Individual High School Courses

If you need only one or two courses to graduate, or want a "refresher" course, you can sign up for independent study or computer aided instruction.



North Coast School

North Coast School is owned and operated by the Millcreek Township School District. The adult education component is operated by the Northwest Tri-County Intermediate Unit using grants from the Pennsylvania Department of Education and the Bureau of Adult Basic and Literacy Education.

North Coast School is an alternative high school, sanctioned by the Pennsylvania Department of Education to operate as a diploma granting alternative high school.

for information call 824-3056

4 Easy Steps *to a high school diploma*

1 Application

An appointment can be made by calling North Coast School.

2 Placement

A test is given to assess your basic math and English skills. You must pass these tests to enter the competency portion of the Adult Diploma Program. If you do not pass these tests, you will be placed in the appropriate class so that you may learn the skills you need to go on and enter the North Coast Curriculum or competency portion of the program. From there you will work at your own pace to earn your diploma.

3 Review

As you move through the program, your achievements will be reviewed by your mentor or teacher.

4 Completion

On completion of the North Coast Curriculum or the Competency Curriculum, you will receive a North Coast School Diploma, the same diploma as graduating seniors. On completion of GED classes, you can earn an equivalency diploma by passing the GED examination.

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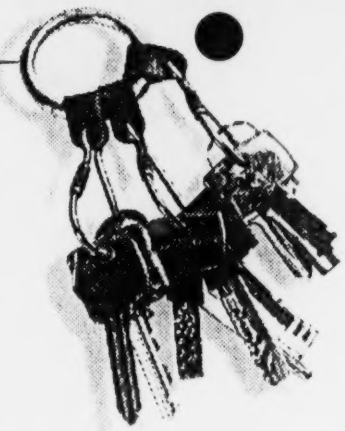

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PENNSYLVANIA
DEPARTMENT OF
EDUCATION

Special Project

THE SCHOOL DISTRICT OF THE TOWNSHIP OF MILCREEK
ERIE COUNTY, PENNSYLVANIA

IU5

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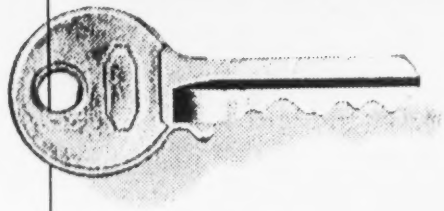
NORTHWEST TRI-COUNTY INTERMEDIATE UNIT

For more information call 824-3056

North Coast School

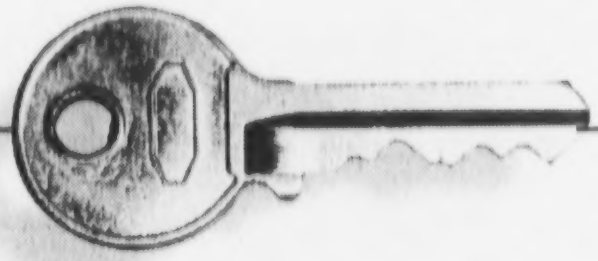
Open Doors to Your Future



Earn a High School Diploma

Open Doors to Your Future

Earn a High School Diploma



North Coast School
Adult High School Competency
Diploma Program

In cooperation with the Northwest Tri-County Intermediate Unit Adult Education Program

---

Mr. Ron Wilga
Coordinator, North Coast High School

Richard C. Gacka, Ed.D.
Director, Adult Education Program
Northwest Tri-County Intermediate Unit

North Coast School
Adult Competency Diploma Program
in cooperation with the
Northwest Tri-County Intermediate Unit Adult Education Program

North Coast School
Adult High School Competency Diploma Program

This booklet outlines the competency criteria which an adult will need to complete in order to receive a North Coast High School Diploma. Individuals interested in pursuing a North Coast High School Competency Diploma should contact:

Mr. Ron Wilga
Coordinator, North Coast High School
501 East 38th Street
Erie, PA 16545
(814) 824-3056

Richard C. Gacka Ed.D.
Director, Adult Education Program
Northwest Tri-County Intermediate Unit
252 Waterford St. Edinboro, PA 165412
(814) 734-5610 Ext. 230
rgacka@iu05trc.trinet.k12.pa.us
FAX 814 734-5806

Interested adults will be asked to complete a program application and to provide basic information about their educational and occupational background. The individual must meet the following criteria for participation:

- Be at least 24 years of age at the time of application
- Be a resident of Erie County
- Obtain a score of at least 265 at GED Level 2 in both Reading and Math on the Wonderlic Basic Skills Test to assure that students entering the program have adequate academic skills to complete the required independent study. Reading and math classes are available at no cost through the Intermediate Unit Adult Education program to assist individuals in developing basic academic skills needed for diploma level study.
- Agree to follow the general rules and regulations of North Coast High School

Each student will be assigned to a mentor who will be responsible for monitoring the completion of the competencies outlined in this booklet. The mentor will assist the student in locating references and other sources that can be used to complete the competencies.

Note: North Coast High School is approved by the PA Department of Education as an Alternative High School, operated as an independent experimental school governed by the Millcreek School District. The North Coast school is approved to award a valid high school diploma under guidelines from the Pennsylvania Department of Education. The adult diploma program is operated by the

North Coast School
Adult Competency Diploma Program
in cooperation with the
Northwest Tri-County Intermediate Unit Adult Education Program

Northwest Tri-County Intermediate Unit using grants from the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education. The project was developed under a Section 353 Special Demonstration Grant.

Adults interested in enrolling in the North Coast High School and pursuing the regular high school program of studies should contact Mr. Ron Wilga for a personal interview. Your academic transcript will be reviewed and an individual course of studies will be developed for you.

North Coast School (814) 824-3056

How the Adult Competency Diploma Program Operates

A North Coast High School Diploma will be granted when all of the designated competencies are demonstrated to the satisfaction of the student's mentor.

The role of the personal mentor is to assist the student in developing the skills necessary to demonstrate mastery of the designated competency. The student will work at his/her own pace and select the sequence of competencies he/she chooses to develop. Criteria for satisfactory completion of each competency is part of the competency statement.

The mentor is the student's personal aide. The mentor directs students to resource materials, agencies where they can obtain assistance, or to provide advice regarding the mastery of the designated competencies. His/her role is to assist and guide, to help the student to find resources and study materials, and arrange opportunities for the student. The student will engage in focused independent study under the direction of the mentor. The program is not structured around formal classes, it is built upon an independent study model.

This booklet outlines the competencies which must be demonstrated to the student's mentor. The booklet is in effect a checklist of the studies completed and the studies yet to be completed. All competencies must be demonstrated to the satisfaction of the student's mentor in order to obtain a diploma. Submission of the completed booklet, signed by the student's mentor, to the Superintendent's office by the program director will constitute an application for graduation. Graduation is based on the student's ability to demonstrate the prerequisite skills. There is no guarantee that students admitted to the program will receive diplomas.

The student will be presented a North Coast High School Diploma at the regular School Graduation ceremonies.

The student and mentor can arrange their own schedule for meetings. There is no set schedule for meetings, although, the student can choose to concurrently attend GED classes if academic study is needed. The mentor will maintain a log of all meetings.

A program mentor will have no more than 5 students assigned at any given time.

The competencies that an adult student will need to demonstrate are specified in the following sections.

North Coast School
Adult Competency Diploma Program
in cooperation with the
Northwest Tri-County Intermediate Unit Adult Education Program

Frequent Questions about the Competency Diploma Program

1. How often would I meet with my mentor?
Mentors are available to the student three evenings or afternoons per week. The student and mentor can meet as frequently as they feel is necessary. The purpose of the meetings is not to "have class," rather, the purpose is to discuss progress and identify resources that the student can utilize to develop the designated competency. The mentor acts primarily as a guide or assistant to the student.

2. When will I be given credit for knowing the material?
The basic idea of the competency diploma is different from traditional school programs. The emphasis is not on "knowing" but on "doing." Students will need to demonstrate to their mentor that they can do the things cited in the competency statement. In effect, the student has to convince the mentor that they can have mastery over the skill and can perform the task upon request.

3. How long will I be in the program?
The length of time you will be in the Alternative Diploma program will depend on the amount of time that it takes you to prove to your mentor that you have mastery over the subject matter. Everyone comes to the program with different life experiences and some people may already have proficiencies in many of the competency areas. Time in the program is not a major determiner of when you will graduate. Your ability to demonstrate that you can perform the designated tasks is the main determiner.

4. What do I do if I need help?
The mentor is available to help you to identify resources that you will need to complete your learning tasks. This might consist of directing you to resource people, showing you how to find study material, helping you to develop a plan for developing a skill, or actual instruction. While the responsibility for developing a skill rests on your shoulders, the mentor is available to help, guide, and support you in that process.

5. What is the difference between a North Coast Diploma and a GED?
A GED is a Pennsylvania High School Equivalency Diploma issued by the Pennsylvania Department of Education. Many employers accept the GED as a prerequisite for employment in place of a diploma and generally it is accepted as being the equivalent of a high school diploma. The biggest difference is the fact that the military does not currently recognize the GED for recruitment purposes.

The North Coast Diploma is a certificate from a Pennsylvania Department of Education recognized high school. North Coast School is approved by the PA Department of Education as an Alternative High School, operated as an independent experimental school governed by the Millcreek School District. The North Coast school is approved to award a valid high school diploma under guidelines from the Pennsylvania Department of Education. North Coast was created to provide an alternative for school age students. It is a setting where academic requirements are maintained but where the atmosphere is less regimented than a traditional high school.

6. What does the program cost?
The North Coast Diploma program is provided under a grant from the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education to the Tri-County Intermediate Unit. There is no cost to the student for the program. It is likely that in pursuing the requirements for completion that the student will encounter some out of pocket expenses that will be their responsibility to assume.

7. What are the competencies that I will be expected to master?
That is the main purpose of this booklet. The following section lists all of the competencies by knowledge area that you will be expected to demonstrate in order to earn a North Coast diploma. You should spend time reviewing the competencies to be sure that this is the type of program that you want to attempt. If you enroll in the program you will be expected to prove to the satisfaction of your mentor that you can perform all of the competencies.

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Knowledge Area: Geography

Completed	Skill	Competencies
Date: Mentor:	• Demonstrate knowledge of local geography.	1. Using a map of Erie County, locate and describe efficient land travel routes to get to 10 major points of interest. (Specific sites will be selected by your mentor from a pool of 25 possible sites.)
Date: Mentor:	• Demonstrate knowledge of local geography	2. From the vantage point of upper floor windows at the Baldwin Building or tower at the Erie Public Dock, identify for your mentor at least 25 points of interest, giving information about each, i.e. what is done there, who is serviced, name of building, etc.
Date: Mentor:	• Demonstrate effective map usage • Demonstrate knowledge of Pennsylvania geography	3. Using a current PENDOT travel map, identify and provide information about at least 10 cities in Pennsylvania designated by your mentor from a listing of 25 cities. Demonstrate the ability to calculate the distances between the designated locations, and describe general geographic, and economic, characteristics of each city or region.
Date: Mentor:	• Demonstrate effective map usage • Demonstrate knowledge of national geography	4. Using generally available travel maps, identify the locations of at least 20 cities in the continental United States, demonstrate the ability to calculate the distances between designated locations, and describe general geographic, economic, weather characteristics of each city or region.
Date: Mentor:	• Demonstrate knowledge of international geography • Demonstrate effective map and globe usage	5. For a foreign country specified by your mentor, locate detailed information and plan a one week vacation to that country specifying travel arrangements and costs, major points of interest, characteristics of the country, and present a detailed itinerary and budget for the trip.
Date: Mentor:	• Demonstrate knowledge of Pennsylvania geography	6. From memory, draw a map of Pennsylvania locating 3 E-W roads, 3 N-S roads, and 10 major cities.
Date: Mentor:	• Demonstrate knowledge of Pennsylvania geography • Demonstrate effective map usage	7. Given a current PENDOT travel map correctly answer 90% of 25 questions presented by your mentor. (Questions will be drawn from a pool of 50 questions dealing with the locations of cities, airports, tourist attractions, rivers and lakes, state parks, interstate highways, and historic landmarks.
Date: Mentor:	• Demonstrate effective map and globe usage	8. Using the days edition of the local newspaper and a globe, correctly identify the location of 10 countries that are referenced within the news section.

Knowledge Area: Economics

Completed	Skill	Competencies
Date: Mentor:	• Demonstrate effective personal money management	1. Provide evidence of effective management of a personal savings and checking account for a period of no less than 90 days.
Date: Mentor:	• Demonstrate knowledge of major purchase financing options	2. Explain to the satisfaction of your mentor the financial elements involved in the purchase and financing of 1. a new home, 2. new car, and 3. home computer.
Date: Mentor:	• Demonstrate basic knowledge of equities ownership	3. Describe the benefits and potential drawbacks of owning equities and the purchase of common stock. Effectively monitor a fictitious portfolio of 5 stocks for a period of 90 days.
Date: Mentor:	• Demonstrate knowledge of insurance	4. Describe the function of various types of insurance (whole life, disability, mortgage protection, etc.). Indicate to the satisfaction of your mentor a knowledge of the economics of securing said coverage, and establish a fictitious insurance portfolio for you and/or your family.
Date: Mentor:	• Demonstrate effective personal money management	5. Develop a personal "net worth" statement, i.e. written identification of all assets and liabilities.
Date: Mentor:	• Demonstrate effective personal money management	6. Demonstrate the existence of an effective home filing system for your personal financial and legal documents i.e. bank reports, insurance documents, leases, etc.
Date: Mentor:	• Demonstrate effective personal money management	7. Demonstrate an understanding of the contents of the Private Enterprise Market System (PEMS) booklet "Money, banking & Personal Finance" and obtain a score of 80% or higher on a 25 item test of the contents (drawn from a pool of 200 questions).
Date: Mentor:	• Demonstrate knowledge of credit acquisition and usage • Compare credit card features and costs	8. Obtain information on personally securing 2 different credit and debit cards and provide the mentor with a written and oral comparison of each including such things as interest rates, grace periods, annual fees, penalties, associated benefits, application procedures, etc.
Date: Mentor:	• Compare impact of different long term financing scenarios	9. Prepare a comparison of the costs associated with renting compared to purchasing a home. Using available loan amortization tables or information from local lending institutions prepare an analysis of costs over 20 year period comparing interest rates at 8%, 9% and 10% .

Date: Mentor:	• Compare impact of different long term savings scenarios	10. Present information on 5 different types of saving instruments comparing interest rates, risk, volatility, and liquidity.
Date: Mentor:	• Demonstrate ability to complete financial calculations. • Demonstrate understanding of employer benefits.	11. Demonstrates an ability to read their weekly paycheck and explain deductions for all benefits, taxes, and deductions.

Knowledge Area: Social Studies

Completed	Skill	Competencies
Date: Mentor:	• Demonstrate knowledge of the legislative process.	1. Visit with one local legislator and submit a report to the mentor on how an idea eventually can be inacted as a law.
Date: Mentor:	• Demonstrate knowledge of legal system	2. Submit an organizational chart of the county and state legal/judicial structure.
Date: Mentor:	• Demonstrate knowledge of current events	3. Maintain a discussion with your mentor on a current topic, providing references for positions and opinions expressed.
	• Demonstrate knowledge of current events	4. Explain to the satisfaction of the mentor the meaning of 5 political cartoons taken from national newspapers or magazines.
Date: Mentor:	• Demonstrate general knowledge of US hisory.	5. Develop a timeline showing a series of milestones in US history designated by your mentor (i.e. wars, civil rights, legislation, etc.)
Date: Mentor:	• Demonstrate knowledge of the political process	6. Visit both the Demographic and Republican regional headquarters and based on the interview develop a list of local political offices and timeline for local elections.

Knowledge Area: Science

Completed	Skill	Competencies
Date: Mentor:	• Demonstrate knowledge of personal nutrition.	1. Describe the nutrition pyramid and develop and follow a two week menu consistent with recommended nutritional limits.
Date: Mentor:	• Demonstrate knowledge of basic medical terminology	2. Pass a 100 item oral examination on general medical terminology (first aid, family health, etc.) drawn from a glossary of 300 general medical terms.
Date: Mentor:	• Demonstrate knowledge of basic principles of physics	3. Describe the physical processes involved in the operation of a designated piece of mechanical equipment.
Date: Mentor:	• Demonstrate knowledge of basic chemical principles	4. Have a sample of ground from your yard or garden analyzed and develop a plan to improve the quality of the soil.
Date: Mentor:	• Demonstrate knowledge of scientific method	5. Conduct a science experiment presenting a hypothesis, gathering data, presenting findings, and drawing conclusions.
Date: Mentor:	• Demonstrate understanding of exceptional individuals	6. Provide 40 hours of volunteer service to an agency specializing in services to physically, mentally, educationally, or emotionally challenged individuals.

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Knowledge Area: Communications

Completed	Skill	Competencies
Date: Mentor:	• Demonstrate expressive writing skill	1. Submit 3 short articles (5 - 7 pages) in a format designated by the mentor that are grammatically correct, contain no punctuation errors, no spelling errors and which are written at a documented readability level of at least 10.0.
Date: Mentor:	• Demonstrate basic research skills • Demonstrate formal research related writing skill	2. Submit one major research project containing references, glossary, index, and table of contents to the mentor that is grammatically correct, contains no punctuation errors, no spelling errors and which is written at a documented readability level of at least 10.0.
Date: Mentor:	• Demonstrate basic writing skills.	3. Demonstrate the ability to write directions necessary to operate or assemble a basic piece of equipment.
Date: Mentor:	• Demonstrate basic written communication skill	4. Provide proof of the development and mailing 10 business letters. Examples include requests for materials, return of merchandise, applications, etc.
Date: Mentor:	• Demonstrate basic oral communication skill	5. Complete a 10 minute oral presentation to the satisfaction of the mentor. The subject matter will be the research topic cited in #2 and the presentation will include visual aids.
Date: Mentor:	• Demonstrate basic word processing skill	6. Demonstrate proficiency in the use of a generally accepted word processor.
Date: Mentor:	• Demonstrate knowledge of electronic information retrieval	7. Dial into an information service and demonstrate proficiency in its use to your mentor, i.e. America on Line.
Date: Mentor:	• Demonstrate business telephone skills	8. Accurately record telephone messages so that all information on a standard message form is 100% correct and legible.
Date: Mentor:	• Demonstrate ability to give feedback tactfully.	9. Participate in a group exercise, observe performance and then provide performance feedback to at least one other participant in the activity (one example of positive feedback and one example of negative feedback).
Date: Mentor:	• Demonstrate ability to receive and accept feedback.	10. Participate in a group exercise and accept feedback (one example of positive feedback and one example of negative feedback).
Date: Mentor:	• Demonstrate skill in information retrieval.	11. Demonstrate the ability to utilize the phone book to find the correct answers to 15 questions presented by your mentor. Questions will include locating phone numbers, agencies providing services, times of operation, locations of businesses, alternative vendors of the same service, etc.

Knowledge Area: Reading

Completed	Skill	Competencies
Date: Mentor:	• Demonstrate proficient recreational reading	1. Read and submit reports on 2 novels
Date: Mentor:	• Demonstrate reading comprehension skill	2. Read 5 articles in general magazines and answer questions on their content to the satisfaction of the mentor.
Date: Mentor:	• Demonstrate effective use of the newspaper	3. Provide an analysis of the various parts of a daily newspaper and demonstrate an understanding of each.
Date: Mentor:	• Demonstrate ability to follow written directions	4. Assemble one item of moderate complexity using the written directions contained with that item (i.e. follow directions to assemble a desk, model, equipment, etc.)
Date: Mentor:	• Provide an oral report based on written material	5. Read a technical manual written at a readability level of at least 10.0 outlining some physical process and present an oral synopsis of the contents of the manual.
Date: Mentor:	• Demonstrate reading comprehension skill	6. Obtain at least a minimum passing score on the reading section of the Official GED predictor test.
Date: Mentor:	• Demonstrate basic reading ability	7. With acceptable speed, fluency and no more than 3 word identification errors, read a 300 word excerpt from the daily newspaper.
Date: Mentor:	• Demonstrate mastery of an extensive basic sight vocabulary	8. With speed and 100% accuracy correctly read of a basic list of 700 sight words.

Knowledge Area: Information Retrieval Skills

Completed	Skill	Competencies
Date: Mentor:	• Demonstrate problem solving ability	1. Presented with a series of problems, demonstrate competence in the use of reference aids at the public library.
Date: Mentor:	• Demonstrate skill in information retrieval	2. Demonstrate the use a computer to access "on line" information resources.
Date: Mentor:	• Demonstrate skill in information retrieval	3. Using information from printed and CD ROM encyclopedias, develop a report which follows a designated format.
	• Demonstrate critical analysis	4. For a topic identified by your mentor present arguments both favoring and refuting the issue.
Date: Mentor:	• Demonstrate skill in using reference documents	5. Demonstrate proficient use of the thesaurus, and dictionary.

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Knowledge Area: Mathematics

Completed	Skill	Competencies
Date: Mentor:	• Demonstrate basic functional mathematical reasoning and calculation skills	1. Compute the amount and cost of wallpaper to decorate a designated room containing no fewer than 3 doors and windows.
Date: Mentor:	• Demonstrate basic functional mathematical reasoning and calculation skills	2. Half the size of a designated recipe. Halve
Date: Mentor:	• Demonstrate basic functional mathematical reasoning and calculation skills	3. Compute the total cost of purchasing and financing a new car.
Date: Mentor:	• Demonstrate basic functional mathematical reasoning and calculation skills	4. Correctly identify the total cost of a designated shopping list including the use of coupons and discounts.
Date: Mentor:	• Demonstrate mathematical reasoning and calculation skills	5. Demonstrate competence in the use of a 25' tape measure to measure items to a 1/8 inch accuracy.
Date: Mentor:	• Demonstrate computer application skill	6. Demonstrate ability to develop a computer spreadsheet including the development of graphs from raw data.
Date: Mentor:	• Demonstrate basic functional personal economic skills	7. Demonstrate the long term effect of compounding by computing the value of a fixed annual deposit at 6, 7, and 8 percent for 30 years.
Date: Mentor:	• Demonstrate basic SPC skill	8. Develop a statistical processing control chart explaining how the concepts of average and standard deviation underlie the process of quality management.
Date: Mentor:	• Demonstrate basic functional personal economic skills	9. Compute the costs of a 4 year education at 3 different local colleges assuming that college loans are needed for 50% of the costs.
Date: Mentor:	• Demonstrate ability to utilize graphic information	10. Correctly answer questions about information presented in the form of simple and complex line, bar, and pie graphs.
Date: Mentor:	• Demonstrate consistent checking of calculations	11. Consistently checks all calculations to make sure proper figures and the proper mathematical processes were used.
Date: Mentor:	• Demonstrate basic blueprint usage	12. Demonstrate ability to read and do calculations based on a simple blueprint.

Knowledge Area: Vocational

Completed	Skill	Competencies
Date: Mentor:	• Demonstrate knowledge of job search resources.	1. Visit the Job Center and develop an oral and written presentation to your mentor on the services available.
Date: Mentor:	• Demonstrate ability to assess strengths and weaknesses as they pertain to employability.	2. Complete an occupational interest inventory, Adult Education Test Battery, and develop a profile of your strengths and abilities.
Date: Mentor:	• Demonstrate knowledge of job search skills.	3. Develop a resume and portfolio of your accomplishments.

Knowledge Area: Technical Skills

Completed	Skill	Competencies
Date: Mentor:	• Demonstrate computer literacy	1. Demonstrate the ability to load and save files on a floppy disk.
Date: Mentor:	• Demonstrate knowledge of application software	2. Demonstrate the ability to use a spreadsheet software program to solve a problem involving computation of totals, averages, and sorting.

Knowledge Area: SCANS Competencies

Completed	Skill	Competencies
Date: Mentor:	• Demonstrate activity planning skills	1. Maintain a "day timer" type of personal scheduler for a period of three months showing evidence of both planning and modification of plans based on results from evaluation of prior events.
Date: Mentor:	• Demonstrate financial planning skills	2. Maintain an family budget for a period of 3 months reflecting real revenues and expenses .
Date: Mentor:	• Demonstrate financial planning skills	3. Develop a materials and price list for construction of project approved by the mentor.
Date: Mentor:	• Demonstrate interpersonal skill	4. Maintain a log of contacts showing the ability to interact satisfactorily with customers and/or supervisors.
Date: Mentor:	• Demonstrate planning skills	5. Develop a written flow chart that illustrates the procedures necessary to complete a process designated by the mentor.
Date: Mentor:	• Demonstrate team participation. • Demonstrate leadership skills	6. Participate actively and effectively in the student advisory board to the adult education component of North Coast School.
Date: Mentor:	• Demonstrate problem analysis and problem solving skills.	7. Given a problem selected by the mentor, identify data needed to solve the problem, identify procedures to collect the data, the types of analysis to use in deriving relevant meaning from the data, and present a proposed solution to the mentor.
Date: Mentor:	• Demonstrate leadership skills • Demonstrate presentation skills	8. Teach a class to a group of your peers on a subject which is mutually agreed upon by the student and mentor.
Date: Mentor:	• Demonstrate effective team member skills.	9. Demonstrates cooperation and other behaviors that enhance the effectiveness of a team.
Date: Mentor:	• Demonstrate leadership skills • Demonstrate team participation.	10. Volunteer for a one month period to work in a setting which would expose the student to a diverse group of individuals, i.e. habitat for humanity, soup kitchen, meals on wheels, etc.

Knowledge Area: Physical Education/Health/Grooming

Completed	Skill	Competencies
Date: Mentor:	• Develop positive wellness habit.	1. Provide evidence of a program of regular exercise, i.e. "Y" membership, etc. or evidence of participation in 2 different athletic activities
Date: Mentor:	• Develop appropriate grooming	2. Demonstrate grooming for class sessions consistent with that representing generally accepted "casual office attire."
Date: Mentor:	• Develop appropriate grooming	3. During one of the formal presentations or group exercises, demonstrate grooming representing generally accepted " professional office attire."
Date: Mentor:	• Develop appropriate grooming	4. Discuss with the mentor the various types of attire consistent with varying social and business environments.
Date: Mentor:	• Demonstrate knowledge of general health concerns.	5. Provide a summary of the major health concerns appropriate for the age and sex of the student, describe their causes, indicate the generally accepted treatments, and develop and implement a personal health plan.
Date: Mentor:	• Demonstrate knowledge of home medical treatments.	6. Provide a written and oral report on the major over the counter and prescription drugs used to treat, the common cold, headache, anxiety, depression, muscle pain, arthritis, heart disease, and high blood pressure.

Knowledge Area: Fine Arts

Completed	Skill	Competencies
Date: Mentor:	• Demonstrates awareness of the visual arts.	1. Complete a half day visit to a regional art gallery and provide your mentor with an oral and written report of the works observed.
Date: Mentor:	• Demonstrates awareness of musical arts	2. Attend one performance of the local philharmonic orchestra and provide your mentor with an oral and written report of the works performed.
Date: Mentor:	• Demonstrates awareness of the visual arts.	3. Contrast the artistic styles and content of 5 different magazines. Provide your mentor with an oral and written report of the styles observed.
Date: Mentor:	• Demonstrate awareness of the performing arts.	4. Attend a performance of a local or traveling theater group and provide your mentor with an oral and written report of the play observed.

Record of Mentor Meetings

Student Name _____

Scheduled	Attended	Punctual	Scheduled	Attended	Punctual

Mentor Signature

Program Director Signature

10/21/96
REVISION

AchievE

WORKBOOK

Cumberland Valley School District's
High School Diploma Program for Adults

One achievement among many

Pennsylvania's First Lady, Michelle M. Ridge, commended Antonia Pennington as she placed the high school diploma in her hands. The glow of Ms. Pennington's proud moment was apparent. In spite of transportation problems, a child custody battle, temporary homelessness, and what would appear to be overwhelming obstacles, this 24-year-old single mother found the strength to turn her life around. First she stabilized her situation with help from area parenting programs. Then she set her sights on attaining one of her most important goals...a high school diploma. That's when Antonia Pennington entered the Cumberland Valley High School Diploma Program for Adults -- a program unlike any other in Pennsylvania. Working at her own pace, Ms. Pennington earned her regular high school diploma in a year and a half.

The governor's wife was guest commencement speaker at the ceremony where Antonia Pennington and 110 other adults received their diplomas. Mrs. Ridge looked out upon the graduation and called it a "fine example of personal motivation and community spirit and serves as a valuable role model for many others who have not yet completed high school." For Antonia Pennington, receiving her diploma was the first step towards a life of greater achievement.

A day to remember

Joyce Davis had some trepidation as she stepped from the car. She had waited 40 years for this night. After her husband rounded the car and presented her with a corsage, a few girls from her graduating class ran up to her, hugged her, and told her how pretty she looked.This was the night 57-year-old Joyce Davis attended her Senior Prom.

Joyce Davis received her high school diploma through Cumberland Valley School District's High School Diploma Program for Adults. With encouragement and support from her husband, Carl, Joyce took just one year to complete the program. Carl Davis was so proud of his wife's accomplishment that her ordered a special class ring for her, which is marked 1955 on one side and 1995 on the other, to signify her two classes.

Joyce Davis admitted that pursuing her high school diploma hadn't always been easy. But, judging by the smile on her face as she began to dance her first dance, the effort was worthwhile.

Consumer Economics

COMPETENCIES

Instructor..... *Ext*.....

1. **All students use numbers, number systems and equivalent forms (including numbers, words, objects, and graphs) to represent theoretical and practical situations.**

   A. Demonstrate a basic knowledge of the metric system by solving selected problems.
   B. Determine volumes of rooms in selected problems.
   C. From a selected list find the cost per ounce of various items.

2. **All students compute, measure and estimate to solve theoretical and practical problems, using appropriate tools, including modern technology such as calculators and computers.**

   A. Use a calculator to interpret pay stub deductions.
   B. Use a calculator to compare the pay rates of two comparable jobs for regular time and over time.
   C. Use a calculator to compute a new base salary and overtime.
   D. Locate an article concerning the computer and write a paragraph concerning the impact of the computer on our society.

3. **All students apply the concepts of patterns, functions and relations to solve theoretical and practical problems.**

   A. Use a bank interest schedule to determine the amount of interest paid on various types of loans.
   B. Correctly complete a sample check.
   C. Correctly compute a balance from a sample bank statement.
   D. Correctly complete a receipt from.

4. **All students formulate and solve problems and communicate mathematical processes used and the reasons for them.**

   A. In relation to Consumer Economics and mathematics define the following: interest, loan, bank account, income, net, inflation, budget, and gross.
   B. Explain deductible insurance by doing several selected examples.
   C. Solve a set of common mathematical problems.

Consumer Economics

COMPETENCIES

Instructor..... *Ext.*.....

5. **All students understand and apply basic concepts of algebra, geometry, probability and statistics to solve theoretical and practical problems.**

   A. Understand the advantages and disadvantages of credit buying by recognizing and computing interest rates from various types of credit sources.
   B. Compute the additional finance charges to be considered in the purchase of a house or an automobile.
   C. Demonstrate a practical use of geometry by solving a set of problems.
   D. Demonstrate the ability to compute probability/odds.

6. **All students evaluate, infer and draw appropriate conclusions from charts, tables, and graphs, showing the relationships between data and real-world situations.**

   A. From selected types of advertisement provide examples of hidden costs.
   B. Based on previous purchasing patterns, make estimations of different types of bills.
   C. Find a graph and explain the various aspects of the graph.

7. **All students make decisions and predictions based upon the collection, organization, analysis and interpretation of statistical data and the application of probability.**

   A. Research the purchase of at least two 'big-ticket' items and read and react in writing to the warranty claims.
   B. To gain specific product knowledge, discuss service contract information with the salesperson.
   C. Determine if the extended warranty offered on these items is a prudent purchase.

8. **All students demonstrate their knowledge of principles of consumer behavior as a foundation for managing available resources to provide for personal and family needs.**

   A. Understand a personal budget and learn quantity versus quality by doing comparison shopping at three different stores for five selected items.
   B. In three different stores compare three cheaper cuts of meat as to quality and price.
   C. Show the cost advantage of using a "kit."

Community Resources

COMPETENCIES

Instructor ..... *Ext* .....

1. **All students use effective research and information management skills, including locating primary and secondary sources of information with traditional and emerging library technologies.**

   A. List all of the libraries located within your county.
   B. Obtain a library card from a library within your county.
   C. List services provided by a library within your county.

2. **All students read and use a variety of methods to make sense of various kinds of complex texts.**

   A. Select one emergency facility within your community and review its stated function, list its major sources of revenue, and write a short statement discussing its major service provided.
   B. Contact and/or visit you school district office and after reading a copy of the budget list the three major areas of income and spending of your district. (You may wish to obtain a copy of the budget, but you do not have to do so to successfully complete this assignment.)
   C. Acquire and complete either a tax exoneration and change of assessment form.(the form you choose must be completed, but you may choose to use fictitious information to do so)

3. **All students respond orally and in writing to information and ideas gained by reading narrative and informational texts and use the information and ideas to make decisions and solve problems.**

   A. Select one public health or welfare agency within your county and after gaining sufficient information about this agency write a short statement as to its function as it relates to your community.
   B. Select a church within your community and after gaining sufficient information about this church be able to discuss its function as it relates to your community.
   C. Obtain a timetable from an airline and after you have learned how to read it be prepared to demonstrate your ability to successfully plan a round trip from Harrisburg to some selected destination. (you may not use a travel agent or airline printout)

4. **All students write for a variety of purposes, including to narrate, inform, and persuade, in all subject areas.**

   A. In a well developed paragraph discuss your expectation for the community in which you live. Please discuss your expectations in regard to moral and educational values.

Community Resources

COMPETENCIES

Instructor..... *Ext*.....

5. **All students analyze and make critical judgments about different forms of communication, separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistencies and addressing the validity of evidence.**

   A. Read at least two articles written for the editorial page on a subject of your choice. In short answer for be able to identify the subject and present your opinion based on the information provided.

6. **All students listen to and understand complex oral messages and identify their purpose, structure, and use.**

   A. View a local nightly news broadcast and determine an issue that directly relates to your community. From your notes present a summary of the material as presented in the newscast.
   B. View a segment of The NewsHour on PBS and from your notes present a summary of the issue discussed and offer your opinion.
   C. Role play the ordering of a specific item on the telephone.

7. **All students compose and make oral presentations for each academic area of study that are designed to persuade, inform or describe.**

   A. This assignment cannot be accepted until all materials in your Community Resource section have been completed. You will write a one paragraph paper of at least seventy-five (75) words based on the three things you have learned from completion of this section of the Adult Diploma Program. In addition, you must present an oral summary of your writing.

8. **All students will analyze the effects of social systems, behaviors and technologies on ecological systems and environmental quality.**

   A. read and article concerning the environment in a weekly new publication (Time/Newsweek/U.S. News and World Report) and write a brief summary of your opinion of the effects of the problem on the environment.

Government & Law

COMPETENCIES

Instructor..... *Ext.*.....

1. **All students demonstrate an understanding of major events, cultures, groups and individuals in the historical development of Pennsylvania, the United States, and other nations, and describe themes and patterns of historical development.**

   A. List five basic rights found in the Bill of Rights of the United States Constitution and list at least one limitation of each of these rights. Be prepared to explain your answers.
   B. List the rights of an accused person.
   C. From a selected list of terms applying to rights and responsibilities of citizens, be able to define or explain meanings.
   D. From a selected list of terms applying to local, state, and federal government, be able to define or explain meanings.

2. **All students describe the development and operation of economic, political, legal and governmental systems in the United States, assess their own relationship to those systems and compare them to those in other nations.**

   A. List four responsibilities you may have as a citizen of your township.
   B. List four responsibilities you may have as a citizen of Pennsylvania.
   C. List four responsibilities you may have as a citizen of the United States of America.
   D. Show proof of voter registration or correctly complete a registration from.
   E. List the specific site where you vote.

3. **All students will examine and evaluate problems facing citizens in their communities, state, nation and the world by incorporating concepts and methods of inquiry of various social sciences.**

   A. List four services provided by your township, your county, the state, and the federal government.
   B. In a short essay discuss one problem that is common to all levels of government.
   C. List five educational opportunities provided by your school district in addition to elementary and secondary education.
   D. Explain in writing the procedure for making a presentation to the school board.

Government & Law

COMPETENCIES

Instructor..... *Ext*.....

4. **All students explain basic economic concepts and the development and operation of the economic systems in the United States and other nations, and make informed decisions about economic issues.**

   A. List three areas of taxation for each of the following: township, county, school district.
   B. List ten examples of taxable income and five types of tax deductions for federal income tax proposes.
   C. Using a specific problem, complete a 1040EZ income tax form.

5. **All students demonstrate their skills of communicating, negotiating, and cooperating with others.**

   A. Using a personal problem or concern, contact (personally, phone, or write) the proper local or county agency for resolution.
   B. Communicate with your state legislator about a concern, opinion, or problem.
   C. Communicate with your Congressman or U. S. Senator about a concern, opinion, or problem.

6. **All students will demonstrate that they can work effectively with others.**

   A. List the procedures for obtaining building permits in your township or borough.
   B. Show proof of a common license (driver's, hunting, fishing, dog, etc.) and know how to obtain a driver's license as well as one other type of your choice.
   C. List the various zones in your township or borough (residential, commercial) and obtain information on the requirements for special licenses or permits (soliciting, peddling).

7. **All students will demonstrate knowledge of how laws are created on the local, state, and federal level.**

   A. Explain how a new township or borough ordinance could be enacted in the community in which you live.
   B. List the county commissioners, sheriff, and judges for the county in which you live.
   C. Describe the process for a bill becoming a law in the United States Congress.

Government & Law

COMPETENCIES

Instructor ..... *Ext.* .....

8. **All students develop and defend a position on current issues confronting the United States and other nations, conducting research, analyzing alternatives, organizing evidence and arguments, and making oral presentations.**

   A. After reading a current events issue of either Time, Newsweek, or U.S. News and World Report, the student will defend his/her position on the issue as it relates to the welfare of the United States.

9. **All students will demonstrate an understanding of themes and patterns of geography and how the location of major bodies of water, land masses and nations between geography and historical, economic and cultural development.**

   A. Students will produce a map that identifies the following continents and oceans
   - Selected bodies of water (The Great Lakes and rivers in North America)
   - The location of five world capitals
   - The location of the state capital of Maine, Florida, Iowa, California and Washington.

10. **All students think critically to generate potential solutions to environmental issues.**

    A. Students will list environmental issues that relate to their lives and will select one of these issues on the list to be explained orally.

11. **All students will evaluate the implications of finite natural resources an the need for conservation, sustainable agricultural development and stewardship of the environment.**

    A. Students will prepare a brief statement on the consequences of not conserving finite resources.

    B Students will list five steps that can be taken by individuals to demonstrate their individual responsibility to conserve natural resources.

Health

COMPETENCIES

Instructor..... *Ext.*.....

4. **All students identify the advantages of avoiding and develop the skills to avoid tobacco, alcohol, and substance abuse.**

   A. List at least five of the chemicals present in cigarette smoke.
   B. Understand the cancer-causing effect of smoking on the lungs and heart.
   C. Explain the danger and effects to the unborn by mothers who smoke during pregnancy.
   D. Explain the cause and effect relationship of smoking and blood pressure.
   E. Explain the danger of substance abuse from the use of marijuana, cocaine, and heroin.
   F. What is a 12 step treatment program. Name and explain.
   G. What is the blood alcohol level at which you are considered impaired to drive.

5. **All students demonstrate individual development in motor fitness and physical fitness including aerobic fitness and skills in lifetime sports and outdoor activities to promote life long physical activity.**

   A. In a short answer describe how physical activity can improve the quality of life.
   B. How do you determine your target heart rate?

6. **All students demonstrate their knowledge of basic child health and child care skills.**

   A. Describe several methods of rescue that can be effected without entry into the water.
   B. Write a paragraph discussing the three advantages for learning to swim at an early age.
   C. Explain how a person might be placed in jeopardy by water. Example: flood.
   D. List three diseases most common to children and discuss their treatment.

7. **All students demonstrate their knowledge of cancer prevention and early detention.**

   A. List the seven danger signals of cancer.
   B. Compile a list of eight vocabulary words dealing with cancer and its treatment. This would include such terms a benign, malignant, etc.. Explain each term.
   C. Know five basic facts of cancer prevention.

Occupational Knowledge

COMPETENCIES

Instructor..... *Ext*.....

1. **All students explore the multiple purposes of work and the range of career options including entrepreneurship, and relate them to their individual interests, aptitudes, skills and work-related values.**

   A. Complete chart #1 to demonstrate your knowledge of diverse sources of job information and possible employment opportunities. Write a short paragraph discussing which you feel is the most important.
   B. Complete chart #2 by researching four different occupations.
   C. Complete chart #3, and be able to recognize the differences between state, private, and temporary employment agencies.
   D. Using the GIS, Discover, APTICOM, or any other search system, explore at least one module (career or college). Produce your printed results for review. (these systems are located in your local high school, library, or employment bureau.)
   E. Research a union, you own or another, and write a paragraph detailing its purposes, benefits, and obligations as well as your opinion as to how it fulfills these specific areas.

2. **All students assess how changes in society, technology, government and the economy affect individuals and their careers and require them to continue learning.**

   A. Describe in detail at least six attributes and skills that may lead to promotion in the workplace.
   B. List ten major obstacles to success in employment.
   C. Write a paragraph on how computers and technology have changed either your present job or the world of work in general. (please use specific details for support)
   D. Using the "Occupational Outlook Handbook" list four areas for employment that are predicted to increase and four areas of employment that are predicted to decline through the year 2005.
   E. What is "ISO 9000" certification? (Answer may be presented orally or in written form.)
   F. List the efforts you have made over the last three years to upgrade your knowledge and skills in an attempt to remain competitive in the job market. Write a short statement on why you feel it has been important for you to do so.
   G. Complete chart #4 listing at least four agencies that assist "non-traditional" adult students to either return to school or receive additional job training.

Occupational Knowledge

COMPETENCIES

Instructor..... *Ext.*.....

3. **All students understand and demonstrate the importance of relating their academic and vocational skills—for example, interviewing, creative thinking, decision making, problem solving, understanding and giving written and oral instructions—to their ability to seek, obtain, maintain and change jobs.**

A. Demonstrate your ability to read and interpret a want ad from your local paper by attaching the ad to a well written paragraph which includes:
   1) A description of the job.
   2) What the qualifications are.
   3) What you would do to pursue this job.

B. Use correct business letter format to request an interview for "A".

C. Complete a job application in full.

D. Write a resume of your employment history, education , and skills which would be presentable to a employer. Any format is permissible. Your local library is a good resource for this.

E. Write a follow-up letter to a job application that has not been acknowledged. Discuss in a short paragraph why this is important to do.

F. Write a follow-up letter to a fictional job interview. Why is this form of "thank you" an important step in the job search process?

G. Complete chart #5 on proper behavior in employment.

H. Write a well written paragraph on the advantages and disadvantages of part-time versus full-time employment.

I. List and describe in detail the steps you would take to find, or change, employment (List at least 8 steps) .

J. Discuss in paragraph form the interview process. Address such topics as proper dress, attitude and preparation.

K. Write 10 possible questions that might be asked in an interview and write out an answer for each.

Global Studies

COMPETENCIES

Instructor ..... *Ext.* .....

1. **All students relate various works from the visual and performing arts and literature to the historical and cultural context within which they were created**

   A. Students will research one historical period of art and will produce a collage that demonstrates their knowledge of this period.

2. **All students produce, perform or exhibit their work in the visual arts, music, dance, or theater, and describe the meanings their work has for them.**

   A. Students will view an instructor approved historical film like the ones listed below and will complete a response journal to describe their feelings as they; view the materials presented by the director of the film

   - Amadaeus
   - Dances with Wolves
   - Mutiny on the Bounty
   - Tora, Tora, Tora
   - Mississippi Burning
   - All the President's Men
   - Julius Caesar
   - Citizen Kane
   - Little Big Man
   - Glory
   - Grapes of Wrath
   - Dr. Strangelove
   - Apocalypse Now
   - The Ten Commandments

3. **All students evaluate and respond critically to work from the visual and performing arts and literature of various individuals and cultures, showing that they understand important features of the work.**

   A. Given a specific piece of literature the student demonstrates their basic knowledge of the elements of plot, setting, and character.

4. **All students will demonstrate an understanding of the history and nature of prejudice and relate their knowledge to current issues facing communities, the United States and other nations.**

   A. In a paragraph the students will identify prejudice on either the local, state, national, or international level and will provide some type of viable solution to the problem.

5. **All students understand and describe the components of ecological systems and their functions.**

   A. In good paragraph structure briefly explain how an ecological system functions.

Writing Seminar

COMPETENCIES

Instructor ..... *Ext.* .....

1. **All students describe the meanings they find in various works from the visual and performing arts and literature on the basis of aesthetic understanding of the art form. (Completed as part of the writing seminar.)**

   A. Given a specific work of art and an aesthetic understanding of the art form, the student will describe in writing the meaning of the work.

2. **All students demonstrate leadership skills and the ability to work cooperatively in team sports or other developmentally appropriate group activities. (Completed during the writing seminar.)**

   A. All students will perform at least one hour of community service in a group setting and evaluate the results of the activity in a well developed paragraph.
   B. All students will demonstrate cooperative learning in a group setting.

3. **All students will exchange age appropriate information orally, including understanding and giving spoken instructions, asking and answering questions appropriately and promoting effective group communications. (Completed as part of the writing seminar.)**

   A. Given a set of oral instructions, students will complete the tasks independently.

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For a videotape explaining the Cumberland Valley High School Adult Diploma Program, contact any Cumberland County Library.

This program is provided free of charge thanks to funding by the Bureau of Adult Basic Education and Literacy Education (Pennsylvania Department of Education) and the Cumberland Valley School District.

For information or an application call the Cumberland Valley High School's Department of Adult Education.

766-0217

extension 507

High School Graduation Requirements

State curriculum regulations base graduation on actual student achievement rather than on credit hours.

The state curriculum regulations that were adopted in 1993 changed the requirements for graduating from high school in Pennsylvania. Students will have to demonstrate their knowledge and skill rather than simply accumulate a certain number of credit hours in specific courses.

That academic knowledge and skill is broadly defined in the 53 student learning outcomes that are listed in the state curriculum regulations (Chapter 5, Section 5.202). Local school districts can adopt additional learning outcomes if they wish.

School districts will decide on the specific things students must do to meet the graduation requirements. They will establish their own criteria for deciding if students have demonstrated adequate knowledge and skill to meet or exceed the learning outcomes. (The state will make model standards available.)

The regulations allow students various ways to meet the learning outcomes. These include course completion, independent study, community service, extracurricular activities, work experience and other educational experience. Tests and other methods of assessment can be used to determine if students have met outcomes.

Some students will need more instruction in some areas than others.

In addition to the learning outcomes, there are two other graduation requirements – student project and foreign language.

Student Project – In order to graduate from high school, a student shall complete a project in one or more areas of concentrated study under the guidance and direction of the high school faculty. The purpose of the project, which may include research, writing, or some other form of demonstration, is to assure that the student is able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding. Projects may be undertaken by individual students or groups.

– From Section 5.214 of state curriculum regulations

Foreign Language – Prior to high school graduation, every student shall demonstrate the ability to converse in at least one language in addition to English, including the student's native language if other than English. This applies only to students who enter first grade a year or more after a district submits its initial strategic plan.

– From Section 5.215 of state curriculum regulations

An eligible student who satisfactorily completes a special education program developed by an Individualized Education Program team shall be granted a regular high school diploma by the school district. This applies if an eligible student's special education program does not otherwise meet all requirements of Chapter 5.

– From Section 5.214 of state curriculum regulations

Options for Achieving Student Learning Outcomes

A. **Course Completion.** Satisfactory completion of planned courses as determined by the principal in consultation with the teacher shall contribute to the achievement of student learning outcomes.

B. **Assessment.** Regularly enrolled students may demonstrate achievement of student learning outcomes by successful completion of assessments (such as tests, projects and other measures), regardless of the instructional time spent, under procedures and policies established by the superintendent and the school board.

C. **Independent Study.** Students may demonstrate achievement of student learning outcomes as a result of participation in independent study courses.

D. **Other Educational Experiences.** Students may demonstrate achievement of student learning outcomes through community service, correspondence study, attendance at summer school, weekend classes, study at summer camp, work experiences and educational travel under procedures and policies established by the superintendent and the board of school directors. The procedures and policies shall include methods of assessing student learning outcomes.

E. **Higher Education Courses.** The following provisions apply to achieving student learning outcomes in higher education courses:

1) High school students enrolled in an accredited institution of higher education may, with the prior approval of the high school principal, receive credit for college courses when all of the following provisions are met:

- *The course is taught at the college level and is recognized by the higher education institution as a credit-bearing course.*
- *The student satisfactorily completes the requirements of the college course or passes the College Advanced Placement Examination in the subject.*
- *The record of the college course completion has been submitted by the higher education institution to the sending high school.*

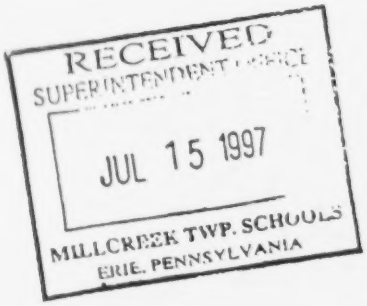
2) Students may also leave high school prior to their senior year to attend accredited institutions of higher education on a full-time basis under procedures and policies established by the superintendent and the board of school directors. The high school diploma shall be awarded to these students upon successful completion of requirements set forth by the superintendent and the board of school directors.

– From Section 5.222 of state curriculum regulations

The 53 learning outcomes are organized into nine academic areas – *Communications, Mathematics, Science and Technology, Environment and Ecology, Citizenship, Arts and Humanities, Career Education and Work, Wellness and Fitness* and *Home Economics.*

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

July 3, 1997



Dr. Alan K. Lindquist
Superintendent
Millcreek Township School District
501 E. 38th Street
Erie, PA 16546

Dear Dr.Lindquist:

This letter is in reply to your letter of June 27, 1997 requesting a continued experimental/alternative program.

Under the authority of Section 5.252 of the General Curriculum Regulations, Millcreek Township School District is hereby authorized to operate the experimental/alternative program entitled North Coast School.

This permission is granted only for the 1997-98 school year, but may be extended for additional school years upon the submission to this office of a request for continuation which includes an evaluation of the prior year of the program. That evaluation shall include (1) a brief statement of the original rationale, (2) an accounting of the number of students served, (3) an assessment of the functioning of the program, (4) an accounting of the students' return to the regular school program if that is the nature of the program, and (5) changes proposed for the continued program including changes of name, address, or telephone for the program's contact person.

This authorization does not carry approval of additional subsidy for any transportation necessary regarding this experimental program. This authorization remains subject to any changes which occur to Basic Education Circular (BEC) 24 P.S. Section 5-502 or to Certification and Staffing Policies and Guidelines (CSPG) #95.

Please keep this letter as part of your school district's file.

Sincerely,

Al Myers

Al Myers
Division of Student and School Services
Bureau of Community and Student Services
Telephone: (717) 787-4860
TTY: (717) 783-8445

cc: Bureau of Curriculum and Academic Services
Division of School Staffing and Tech. Ops.

Millcreek Township
School District
"An Equal Opportunity Employer"

rth Coast School
501 E. 38th Street • Erie, PA 16546 • (814) 824-3056

June 27, 1997

Mr. Alan Myers
Commonwealth of Pennsylvania
Department of Education
Office of School Services
333 Market Street
Harrisburg, PA 17126-0333

Dear Mr. Myers:

Please accept this letter as a request for continuation to operate the experimental/alternative program entitled North Coast School (an Alternative Education High School) for the school year 1997-98.

As per your letter of August 20, 1996, you requested that the following be included in our renewal request:

1. A brief statement of the original rationale.

   North Coast School will service "at-risk" students. "At-Risk" students are defined as those students who exhibit behaviors such as truancy, failing grades, emotional problems and are not coping with or succeeding in a traditional school setting.

   1. The program enables participating students to earn the required academic credits to qualify for a North Coast School Diploma.

   2. Students participating in the alternative education program must meet the minimum Pennsylvania Department of Education graduation requirements to qualify for a high school diploma.

   3. Enrolled students are permitted to complete course offerings through the Erie County Technical School, Regional Occupational Skill Center, Erie City AVTS, Mercyhurst College, or any other Pennsylvania Department of Education approved school/college. Such credits are fully transferrable for graduation credit to the North Coast School. Pre-approval would be required by the counselor at North Coast School.

4. Students may also be enrolled in an adult education course of which credit would be accepted by the North Coast School. Pre-approval would be required by the counselor at North Coast School.

5. Students are provided opportunities to participate in paid/non-paid work-based assignments, such as job shadowing or cooperative education, coordinated through the Regional Tech Prep Project or AVTS student programs through a cooperative education concept.

6. Students have opportunities to gain credit for courses such as industrial arts, art and music through alternative outside experiences. Such programs require pre-approval from the counselor at North Coast School.

7. Community service activities are eligible to be applied toward required graduation credits.

8. Parents have input into the development of the plan outlining their student's educational and vocational needs.

9. Students are permitted to remain in the program for any period of time necessary for completion of graduation requirements pending approval of the sending district and the counselor at North Coast School.

10. Opportunities are provided which would encourage students who have dropped out of school to return to school in the alternative program.

11. Students are permitted to enroll in day school courses at their respective home high school, for elective courses, upon the approval of the building principal.

12. The program is designed so that it does not become a "dumping ground" for disciplinary problems and expelled students.

2. An accounting of the number of students served.

Our original proposal and request for alternative education funds stated that for the 1996/97 school year, North Coast School would service approximately 35 students. In the 1996/97 school year, North Coast School provided educational services to 111 students from the following sources:

Millcreek Township School District	61
Erie School District	20
Harborcreek School District	6
Wattsburg School District	9
North East School District	3
Intermediate Unit #5 (Adult Literacy Grant)	12

In the 1996/97 school year, two (2) students graduated in December and eleven (11) students graduated in June. Forty-two (42) left North Coast School during the school year for the following reasons:

Academic problems	1
Behavior problems	1
Disliked school	7
Child, married or pregnancy	5
Wanted to work	9
Run away or expelled	1
Other: Returned to home school	3
Attendance problems (truancy)	9
Illness	5
Legal	1

3. An assessment of the functioning of the program.

North Coast School has met with an overwhelming acceptance in the community by students, parents, armed services and social service agencies stating that "at last there is a high school for the non-traditional student something that has been needed for a long time." In a recent article in the Erie Morning News, Monday, June 16, 1997, Section B (see attached), graduating students were very outspoken about the opportunities offered to them by North Coast School. In today's economy, because of North Coast School's differential school sessions, students who need to work full time can still pursue a high school diploma at a normal to an accelerated rate. North Coast School operates year round to allow students to quicken the pace to earn that high school diploma. Of the thirteen (13) graduates in the 1996/97 school year, approximately 39% of these students are going on to higher education.

4. An accounting of the students' return to the regular school program if that is the nature of the program.

Not applicable.

5. Changes proposed for the continued program including changes of name, address, or telephone for the program's contact person.

CONTACT PERSON/S:

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ADMINISTRATOR:

Dr. Alan K. Lindquist
Superintendent of Schools/Principal, North Coast School
Millcreek Township School District
3740 West 26th Street
Erie, Pennsylvania 16506
(814) 835-5307

CURRICULUM ADDITIONS

U. S. Government
Algebra II
Trigonometry
Effective Writing and Research

Thank you for your consideration in this matter.

Sincerely,

Alan K. Lindquist

Dr. Alan K. Lindquist
Principal North Coast School/
Superintendent Millcreek Township School District